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ABSTRACT

Building on the feminist notion of an ethic of care and drawing from psychology and women's studies, this book analyzes the experiences of two primary teachers as they create a vision of early childhood education centered around loving relationships. Chapter 1 of the book, "Why Love?" introduces the idea of teaching with love, including a detailed discussion of feminist visions of education. Chapter 2, "Living Loving Teaching," provides a case study of one teacher in her kindergarten-first-second grade classroom, specifying how love can contribute to children's educational experiences and to educators' professional experience. Chapter 3, "Teacherly Love and Motherly Love," draws on autobiography and recent developments in teacher research to present a case study depicting challenges of being simultaneously a mother and a teacher of young children, focusing on the tensions inherent in conducting collaborative research in another woman's classroom, and exposing the emotional nature of teaching young children with love. Chapter 4, "Mothers and Teachers," analyzes the relationships between mothers and teachers, focusing on children's relationships with their mothers and the gendered nature of relationships between mothers and teachers, and relates them to vignettes from life in the classroom. Chapter 5, "Collaboration, Relationship, and Love in Feminist Research," examines the pleasures and pitfalls of feminist research methodologies as experienced within the context of this study. Chapter 6, "Issues in Teaching with Love," explores the main themes of teaching with love that emerged across the three case studies relating to ambivalence, dangers, and complications. Contains approximately 200 references. (KB)

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